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ABSTRACT

This guidebook is designed to assist schools and businesses in developing and implementing business-education partnerships. Examples of current successful partnerships are presented. The partnership between Kraft, Inc. and Edison Middle School is an example of partnerships that use employee mentors in the classroom. The Choices program, which many schools and businesses are involved in, utilizes company workers by bringing them into schools to discuss the importance of careful curriculum selection. A step-by-step procedure to develop meaningful partnerships is detailed; listed are 11 recommendations to aide in the development of partnerships. Sample board polices and action plans are provided, and finally, contact persons who are currently involved in successful business-education partnerships are listed. The Springfield School District lists six advantages of partnerships for businesses; for example, partnerships often enhance the corporate image. Also listed are four advantages for schools involved in partnerships, such as improved student attitude and attendance. The National Alliance of Business outlines six levels of business involvement in schools ranging from collaboration on policy matters to participation by employees in classrooms. Contains 17 references. (KDP)

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Business-Education Partnerships:
Developing a Collaborative Relationship with Business and Community

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Published in Cooperation with the Office of Lieutenant Governor Bob Kustra

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Business-Education Partnerships:
Developing a Collaborative Relationship with Business and Community

by Robert F. Hall, E. Gale Castrale and Sherri Zimmerman

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Business-Education Partnerships: Developing a Collaborative Relationship with Business and Community

by Robert F. Hall, E. Gale Castrale and Sherri Zimmerman[1]

Introduction

Educational partnerships are cooperative arrangements between community organizations and local schools. Business-education partnerships are designed to focus on programs of mutual interest and should be long-term relationships. In practice, this concept has been implemented in many ways with quite different results. Businesses supply financial support, share human resources, provide role models for students, and give advice regarding management techniques. On the other hand, schools have provided businesses with ways to fulfill their social responsibilities, improve their image within the community and a chance to influence the skills and knowledge of potential employees.

This guidebook is designed to assist schools and businesses to develop and implement business-education partnerships. Examples of current successful partnerships are presented, a step-by-step procedure to develop meaningful partnerships are detailed, sample board policies and action plans are provided and, finally, contact persons who are currently involved in successful business-education partnerships are listed.

[1]Hall and Castrale are associate professors in the Department of Educational Administration and Supervision, College of Education, Western Illinois University; Zimmerman is principal, Industry Community Unit School District #165, Industry, IL. This Report was prepared with funding from Lt. Governor Bob Kustra, Chairman of the Rural Affairs Council.

Reader's Notes

Definition of Business-Education Partnerships

The traditional view of school-community partnerships, where business/industry supplied the school with resources (money, equipment) and the schools made use of the resources as they saw fit, is no longer true in many successful partnerships. The new role that businesses and communities play in education is that of a full partner and is exemplified by the Springfield Public School District #186. The Springfield School District claims the following advantages of partnerships for businesses:

- Corporate image is enhanced;
- The organization has a greater visibility in the community;
- Organizations can observe how tax dollars prepare students for the future;
- Organizations develop a better understanding of the challenges faced by education;
- Individual participants within the organization derive personal satisfaction from assisting in the development of productive citizens; and
- The relationship helps prepare future employees.

Schools receive the following advantages:

- Greater opportunities are created for students to learn about careers, the economy and real-world applications of academic subjects;
- Students display improved attitudes and attendance records;
- Interaction with the organization provides input for curriculum development; and
- Supplemental instructional materials, not usually available, enhance textbook information. (*Partners in Education* Brochure, Springfield Community School District #186)

The Springfield district emphasizes that the purpose of its Partners in Education program is not to raise money but to enrich the educational program by providing:

- Human resources and expertise;
- Instructional material supplements; and
- Input into future curriculum development.

The Springfield district has created a system that provides written agreements between the parties involved and an action plan to guide the partnership implementation. Appendix A contains samples of the Springfield documents used to implement business-education partnerships.

Similarly, the Sycamore Community Unit School District #427 defines its partnership in the following way:

> The Sycamore School-Community Partnership is a collaborative effort by local community agencies/resources and the school system to establish a cooperative, mutually beneficial, long-term relationship that will combine complementary resources of the schools and community to improve the educational opportunities and quality of life for both the students and citizens of Sycamore.

Reader's Notes

> The objective of the Sycamore School-Community Partnership is to provide students of the Sycamore School System the opportunity to enhance and maximize their educational experience with the assistance available through the cooperative commitment of business people and educators sharing knowledge, experience and resources.

The Sycamore School District has a data base for organizing and tracking partnership implementation in the schools (Appendix B). This data base allows school personnel to use the computer to determine what resources are available to the schools and allows the schools to track involvement of the various businesses and individuals who are participating. Information about involvement is very important when it is time to recognize the contributions of the various organizations.

In institutionalizing business participation in the schools, it is important, particularly for new administrators or teachers, to be able to determine the resources (human and material) available and what businesses have already committed.

Reader's Notes

Types of Partnerships

The National Alliance of Business (NAB) (1987) defines six levels of business involvement in schools ranging from collaboration on policy matters to participation by employees in classrooms. The NAB levels identified are listed below.

Level 1. Policy

Policy partnerships are a collaborative effort at the national, state or local level, among businesses, schools and public officials that shape the public and political debate, bring about substantive changes in state or federal legislation or local school governance, and affect the overall direction of the educational system.

Level 2. Partners in Systemic Educational Improvement

Systemic educational improvement partnerships are those incentives in which businesses, education officials, and other community leaders identify the need for reform or improvement in the educational system, and then work over the long-term to make those major changes happen in the system.

Level 3. Partners in Management

Management assistance partnerships provide school officials with management support and business expertise in a broad range of services.

Level 4. Partners in Teacher Training and Development

Businesses involved in this area provide opportunities for school personnel to update, upgrade, or maintain their skills, or learn more about the labor market, industries and businesses in the community, workplace needs and career opportunities.

Level 5. Partners in the Classroom

Classroom partners are business volunteers who improve the learning environment by bringing their business or occupational expertise directly into the classroom for students and teachers, or bring the classroom to the business.

Level 6. Partners in Special Services

Special service partnerships provide short-term, project or student specific activities or resources to help with a specific problem or need. These partnerships can include both financial and staff support, are short-term, and are confined to one school, one teacher, or one class.

Of the types of partnership enumerated by the NAB, levels four, five, and six partnerships, where businesses actively participate in student learning, benefit local schools most. Levels one through three are more inclined toward policy-making.

Reader's Notes

The Business Roundtable

With the rationale for business involvement with schools based on a need for assistance in preparing students for the complexities of a global marketplace, the Education Committee of the Human Resources Task Force challenged corporations to commit to becoming actively involved in some aspect of education reform in their communities. Clendenin, Chair of The Business Roundtable, reported in the preface for a listing of over 150 companies that had made that commitment that businesses expected mutual returns from their efforts as students became more literate, trained, and skilled prior to joining the workforce of these companies. The objectives of these corporations were reported as being:

1. To advance student learning;
2. To provide economic opportunity to all young people; and
3. To secure the future for succeeding generations. (The Business Roundtable, 1989, p. 3)

Examples of Business-Education Partnerships

Numerous examples of the diversity of business-education partnerships exist. Two situations where employees serve as mentors are the Kraft General Foods Inc./Edison Middle School partnership program in Champaign and the CILCO/Matheny Elementary School partnership in Springfield. The Kraft program is designed as an after-school program, and the CILCO program brings in tutors during the school day. Both partnerships have been involved in developing a career awareness program for students.

Central Illinois Light Company/Matheny Elementary

The partnership between Matheny Elementary and Central Illinois Light Company (CILCO) has become a comprehensive program since its inception in August 1987. In its initial phases, CILCO focused primarily on safety education. Currently, CILCO provides more than 50 volunteers to assist children in tutoring sessions on a weekly basis and to assist with career education. CILCO provided resources for a multi-cultural center and to acquire a 23-station networked computer lab. CILCO also sponsored a summer camp, field trips and a float in the Christmas parade. Additional benefits resulting from CILCO's involvement with the schools include:

- Language arts scores on the Illinois Goal Assessment Project have risen from lowest in the district to the highest in the district (from 183 to 306; average score is 250);
- Student self-esteem has been enhanced as evidenced by fewer discipline referrals;
- The staff at Matheny is more aware of culturally diverse populations; and
- Staff morale at Matheny has improved considerably.

The program at Matheny is a part of the Partners in Education program of the Springfield public schools. Probably the most telling comment is that the CILCO employees felt they were part of the "Matheny Family."

Reader's Notes

Kraft General Foods Inc./Edison Middle School

The Kraft/Edison partnership began in 1987 as an outgrowth of the nationwide "Adopt a School" program. The key to the success of this or any partnership, according to participants, is to start small with a sustainable program. One problem identified by participants is that many students lack a role model. Consequently, they developed a mentoring program to match students with Kraft employees. School staff identify and nominate students who could benefit from the mentoring program. The students must apply to the program, and their parents must approve. The program tries to match student needs and interests with Kraft employees.

Within the scope of the partnership, Kraft employees have:

- Assisted with after-school tutoring;
- Assisted with school registration;
- Developed and presented "Career Day" programs;
- Helped setup computer equipment; and
- Served as student mentors.

The company has donated "caught being good" badges, offered field trips to the plant, donated snacks for the drug-free program and donated computer equipment to the school. The company has also provided financial contributions to support educational programs at Edison. Kraft has gone on record as stating that the program with Edison Middle School is a way of contributing to the community and its corporate future at the same time—two major corporate benefits.

Reader's Notes

The program *Choices,* which brings company workers into the school to talk with eighth or ninth grade students about the consequences of curriculum choices on their future careers, is being implemented in several schools. Two examples are the John Deere and Company/United Township High School in East Moline and the Shell Oil/Roxana High School in Roxana, Illinois.

John Deere and Company/United Township High School

The partnership between John Deere and United Township High School (UTHS) arose from a concern at John Deere about the skills/abilities of the company's workers. Like many other manufacturing companies, John Deere is changing the ways it does business. Besides the obvious changes in technology, John Deere was concerned about the way people work. New equipment requires new skills and abilities that are greatly different than in the past. One requirement that John Deere management identified was a need for improved basic skills including problem solving, decision making and the ability to work in groups and teams. In addition, management saw a need for employees who were skilled in negotiating (how work is performed, not contracts), communicating and leading.

John Deere Harvester Works and the United Township High School defined their partnership through the following statement:

> By Combining our efforts and resources, all students and the community will be better prepared to meet the challenges of the Nineties and the Twenty-First Century.

A partnership committee was established that included John Deere employees and administrators, teachers and staff at UTHS.

Among the unique aspects of the partnership are:

- Subject-specific tours of Deere facilities (e.g., accounting classes touring the accounting department);
- Training sessions at John Deere open to administrators/staff at UTHS;
- A recognition program for UTHS students and faculty;
- A speakers' bureau on topics ranging from accounting to Manufacturing Numerical Control Machine Programming; and
- The program *Choices*, which will be presented to all UTHS freshmen.

Other activities by John Deere Harvester have included funding of a Tech-Prep coordinator for the Quad-Cities area, involvement in curriculum development at UTHS and donating equipment to the school.

John Deere and UTHS attribute the success of this partnership to the efforts of the employees of both organizations as well as the labor unions involved—the UAW and the UTEA-IEA-NEA.

Reader's Notes

Shell Oil Company/Roxana High School District

In an effort to strengthen the link between industry, school and the community, Shell Oil and Roxana High School developed the Partners in Education project, Fall 1989. The program is governed by a committee comprised of School and Shell Oil employees. The committee meets monthly to develop and implement programs/projects. The partnership is designed for all employees, and participants believe that the key component is the level of comfort that each organization and its employees has for the others.

Some highlights of the program include:

A "Shadow Day" that allows high school students to observe Shell Oil employees on the job;

- A week-long Career Fair that allows students to find out about various careers and the requirements for entry;
- A speakers' bureau that is available to high school teachers for their classes;
- Glass science equipment donated to the high school science department (the glassware was part of unused inventory as a result of Shell having moved a research lab to another facility);
- Routine service by Shell employees in the role of lab safety consultants to teachers and students;
- Service by Shell engineers as consultants in an Air Monitoring project sponsored by the National Science Foundation;
- Provision of two $500 scholarships to Roxana seniors;
- Funding of mini-grants (nine at $200) that are to be used for classroom activities;
- Hiring of a professional artist/musician to work with students in a classroom setting; and
- Implementation of the program *Choices* at the high school (more than 80 percent of the presenters are hourly employees).

The total budget for all of the activities between Shell Oil and Roxana High school is $7,000.

Reader's Notes

An example of students coming to the workplace to participate in a partnership is the Jenner/Block Law Firm/Alice Barnard School arrangement in Chicago.

Jenner/Block Law Firm/Alice Barnard School

The partnership between the Jenner/Block law firm and the Alice Barnard school in Chicago differs in that the students are transported to the law offices weekly for one-on-one interaction with employees. The partnership involves fifth grade students (one class of 33), lawyers and legal secretaries. Under the plan, Jenner/Block employees serve as mentors for the children, providing much needed individual attention. Much like the CILCO/Matheny partnership, this partnership also provides a career awareness program and fine arts experiences for the children. The law firm has sponsored performances by dance and theatre companies for all of the children in the Alice Barnard school.

The purposes of the partnership are to open new worlds to the children involved and to help the students with goal setting. About one-third of the mentors are parents. One benefit to the law firm from the partnership is that the children bring a sense of energy to the workplace. Current plans to expand the partnership involve a library research project, a computer enrichment program and a public speaking program.

A school district that has established a partnership with the community through the auspices of the local Chamber of Commerce is the Sycamore School District in Sycamore, Illinois.

Greater Sycamore Chamber of Commerce/CUSD #427

The partnership at Sycamore was initiated by the Education Committee of the Chamber of Commerce. The committee established an effective partnership between various businesses and the education community. The partnership between the Chamber of Commerce and the Sycamore School District has four goals:

- Develop in-service training for educators about community needs;
- Create a speaker's bureau for special classroom programs;
- Support school programs and honor student achievement; and
- Keep open the lines of communication in order to maintain an understanding of local needs and resources available to be commonly shared by school and community.

A project undertaken by the school district has been a database for use (Appendix B) by schools to identify available community resources. The data base also is used to track the use of the available community resources. The partnership has created several programs to honor students including *Salute to Scholarship* and *The Standard is Excellence*. The school district reports that in a secondary school of 730 students more than 250 received some kind of recognition.

Reader's Notes

Developing Partnerships

Partnerships in Rural Areas

A problem facing many rural schools is the apparent lack of businesses and industries to recruit into meaningful partnerships. Each program described above, with the possible exception of the Jenner/Block partnership, can be replicated in any school using the community as the partner. An example of a school-community partnership is the Litchfield, IL "Adopt-an-Elementary-Class" program. As articulated by the school district, this project does not exist for the sole purpose of raising money but instead, any business, industry, organization, club or individual can volunteer to share knowledge, experience and resources with the elementary schools. The overall goal of the Litchfield program is to enhance the quality of education; the same as that reported by Sycamore and Springfield.

As exemplified by the above partnerships, business-education partnerships can be a vital link in connecting student educational experiences with those which follow graduation. This lack of relevancy is an issue which businesses cite as a major concern to them and a serious roadblock to establishing a quality workforce. True partnerships which emphasize cooperation, collaboration, and communication can result in a win/win scenario.

Successful partnerships are based upon a clear understanding of the needs, aspirations, capabilities and limitations of each partner along with a willingness to be flexible and accountable to each other. Early and continuous commitment to these standards provides a climate conducive to success.

Initiating a partnership should occur after an awareness of the concept has been created and its need assessed. Developing a plan to address these needs involves mutual goal setting and commitment at all levels of each organization. It is important to establish a common language. For example, when business leaders and educators talk about improving education, they may be talking about two different things. Educators tend to think in terms of influencing factors such as student/teacher ratios and per pupil spending, while business leaders are more inclined to examine efficiency and maximum use of available resources (Nelson and Sellmeyer, 1989).

Reader's Notes

Developing Business-Education Partnerships

A key to establishing successful business-education partnerships is fostering a climate conducive to cooperation between the respective parties. The following recommendations are made to guide the development of meaningful partnerships.

1. Research how business-education partnerships work in other communities. One reference is *A Directory of Business-Education Partnerships in Illinois* published by the Illinois State Board of Education in cooperation with the Illinois Institute for Rural Affairs and the Governor's Rural Affairs Council. The directory lists 80 award-winning partnerships and nominees from the 1992 Exemplary Awards Program sponsored by the Illinois State Council on Business-Education Partnerships. Partnerships in Illinois have many forms, and time spent in research can avoid the problem of constantly "reinventing the wheel." Administrators and teachers should visit current business-education partnerships to see firsthand how the process was developed, the initial problems faced, if any, and suggested improvements.

2. Obtain central administration and school board support for partnerships. Before support can be obtained, the administration and board must see advantages and possible disadvantages of involving the community and specifically business/industry involved closely with schools. A correlate of effective schools is meaningful community involvement in public schools. A copy of the board policies for the Springfield Community Schools and suggested policies from the National School Board Association are contained in Appendix C. The board policy under heading of *School Community Relations* specifically speaks to partnerships. Similarly, the Sycamore School District set forth the development of partnerships as a goal for the 1992-93 school year.

3. Inform faculty and staff about the benefits of business-education partnerships. Teachers in particular should determine how the close involvement of the community, business and/or industry will benefit the educational program.

4. Conduct a needs assessment of the school district or building to determine ways in which the community, business or industry can become involved. Part of a needs assessment process should be the establishment of a Citizens Advisory Group (CAG) that is representative of the community and contains local business/industry leaders. The needs assessment must focus on local business requirements in terms of necessary student skills for entry into the job market. The needs assessment must contain an honest appraisal of how effectively the school curriculum meets the needs of students.

Reader's Notes

5. Use the results of the needs assessment to find areas in which the community, business and industry can become involved. A proposal inviting local citizens, businesses and industry to take an active role in the educational process is needed. The proposal should be supported in board policy and by administration and staff. An advisory group at the building level should ensure on-going contact with community and business organizations such as the Chamber of Commerce. The advisory group may require inservice training about how the community, business and industry can contribute in a meaningful fashion to the educational process.

6. Prepare a guidebook on how the community can become involved with schools and contribute to the educational process. The guidebook should present examples of citizen participation but should not be construed as all-inclusive. Areas of participation can be established through a collegial working relationship between teachers, administrators and the community.

7. The school district and advisory groups should identify the key players (i.e., business leaders, organizations) that could potentially be linked with the schools. It would be advantageous if lay persons from the advisory group could be the initial contact along with school officials. The guidebook can be disseminated to local business/industry leaders.

8. After identifying organizations interested in developing business-education partnerships, the school must obtain long-term commitments from the organizations. Agreement is needed on roles for participation and the amounts of time and resources that organizations can commit to the partnership. It would be best if the agreement were formalized in a written document so that each organization would know what to expect from the other.

9. Determine how the school can "give back" to the organization or community. It is important that the partnership be a "two-way street," and the organization should receive some benefit from the partnership.

10. Develop ways, such as monthly meetings, for participants to "keep in touch" and evaluate the results of the partnership. It is necessary for schools to find ways to recognize and show appreciation to individuals and organizations involved in the partnership.

11. Share successes! Give credit and recognition to those involved. Success breeds success and a climate of cooperation, collaboration, and open lines of communication facilitate effective partnerships between the public and private sectors.

Reader's Notes

Formal Agreements

Formal written partnership agreements affirm the commitment of both parties to a partnership and should outline the activities and timelines for implementing the partnership agreement. A sample written agreement and action plan from the Springfield Community School District are included (Appendix A). Planning and collaboration should continue after the partnership begins since maintaining effective partnerships requires interaction and communication among the participants. Partners help each other to make lasting improvements that can continue even if the partnership ends (Kolderie, 1987).

Assessment and accountability must be clearly established and linked to impact upon students. Evaluation must be on-going and formative in an effort to improve and enhance student experiences as a result of these partnerships.

Summary

Business-education partnerships are many and vary in design according to the imagination of the creating organizations. As leaders in education become aware of the advantages of such partnerships, they may find it increasingly difficult to ignore the incredible possibilities they provide. Teachers can gain invigoration, enthusiasm, and stimulation as they come in contact with the various professionals—scientists, lawyers, mathematicians, architects, or journalists—who would be involved with schools through these partnership arrangements. The opportunities for students to learn are greatly expanded as they have an opportunity for both exciting and challenging experiences.

Schools are obligated to consider developing meaningful partnerships with business, industry and the community if they have the welfare of students as their primary goal. School boards should investigate partnership possibilities, and school administrators should be prepared to work with the community to enhance educational opportunities.

The idea of developing meaningful, mutually beneficial relationships with business, industry and school communities is worth intelligent consideration in attempting to improve the success of schools.

Reader's Notes

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Appendix A: Sample Action Plans

ADOPT-A-SCHOOL PROGRAM ACTION PLAN

Complete and send to Donald R. Davis, Coordinator, Adopt-A-School Program, Springfield Public Schools, 1900 West Monroe Street.

School Address Phone

Principal Coordinator Title

Organization (exact name) Address Phone

Top Administrator Exact Title

Coordinator Title

Is coordinator available to talk with other adopters? _____ Yes _____ No

Brief description of education program

Subjects and/or skills emphasized

Elementary or middle school grade level _____

High School Year _____

Number of students involved _____

Course(s) _____

Starting date _____

Frequency of visits:

to school _____

to organization _____

Sample Action Plan

Schedule of Events

School Needs: Incorporate aviation education into the K-4 curriculum at Harvard Park Elementary

Goals

Develop a K-4 aviation education curriculum in keeping with state and district student learner objectives

Motivate students to think about future career possibilities.

Motivate students to develop personal behavior habits that would be career based.

Calendar/Timelines

Specific Activities/Strategies

July

Harvard Park faculty participated in an organizational meeting on how we could apply aviation education to the district curriculum.

August

Harvard Park faculty and staff assisted with an education booth for Air Rendezvous, distributing education materials to the public,

October

A group of Harvard park teachers enrolled in the first aeronautics and space education course ever offered in Illinois through SIU-Carbondale. Through this class, teachers are learning to recognize existing curriculum for adaptation in our K-4 building and eventually for all of District 186.

May

The culminating activity of a six week in-school unit on aviation will be an Air Fair at Capital Airport in Springfield. Motivation displays will include kites, hot air balloons, weather station, gliders, model planes and pictures of aircraft.

Evaluation

Evaluation will include:

Written pre and post tests to establish aviation education awareness.

Collecting oral comments from students throughout the six week course of study.

Subjective written evaluations from the staff at Harvard Park.

Appendix B: Sample Data Base

Sycamore Community Unit School District #427
Business Partnership Database

Last Name: First Name:

Company:

Address:

City: State: Zip:

RESOURCE

Human: Monetary: Ancillary:

LEVEL SERVED

Primary: Intermediate: High School:

SPEAKERS

Subject:

Frequency:

Contact:

(Availability, Restriction, Dates)

PHYSICAL ASSET

Donate: Lend: Share: Data:

Item:

SUPPORT

Farm Equip:

Booster:

Advisory:

MISCELLANEOUS

Honor Societies:

Clubs:

Organizations:

Scholarships:

Assistance:

DESCRIPTION

Other:

COMMENTS:

Note: 200 partnerships are installed into this database format. The database is updated regularly.

CLASS PARTNERSHIP USAGE FORM

Resource Used: _____ Date:

School:

Level: Elementary Junior High High School

Speakers:

Subjects:

Appendix C: Sample Board Policies

SPRINGFIELD SCHOOL DISTRICT NO. 186
SCHOOL COMMUNITY RELATIONS

SCHOOL COMMUNITY GOALS

The quality of education that can be offered to all children in the Springfield Public Schools depends in large measure on the quality of the relationships and communication between the schools and the residents of the district. In order to help ensure excellent school-community relations, and thereby to build the public's confidences in and support of their public schools, the Board of Education hereby establishes the following objectives:

A. to develop public understanding of the mission of the public schools and all aspects of their operation;

B. to access the public's aspirations for the education of all students;

C. to earn the good will, respect, and confidence of the public through open dialogue that is responsive to their needs and those of their children;

D. to foster public understanding of the need for constructive change and to solicit citizen's advice in achieving educational goals;

E. to involve citizens in the work of the schools and in helping to solve educational problems;

F. to promote a genuine spirit of cooperation between each school and its community and to share the leadership and responsibility for improving community life;

G. to make public, insofar as reasonable and possible, all data about the public schools except personal information about the students and staff;

H. to inform citizens of the policies and decisions of the Board of Education; and

I. to inform citizens regularly and accurately about the current state of the public schools, including both their strengths and matters needing improvement.

To achieve these objectives, the Board and staff, individually and collectively, must:

- express positive attitudes about and confidence in the public schools in daily contacts with one another, parents, and others;
- make systematic, honest, and continuing efforts to discover what the public wants to know and what it thinks about their schools, and to interpret school programs, problems, and accomplishments; and
- take an active interest in the needs of the total community and help find ways to make it a better place in which to live.

BUSINESS AND INDUSTRY INVOLVEMENT IN EDUCATION (New Jersey)

Systematic programs will be set up to draw on the assistance that business, labor, and organizations have to offer in developing vocational and technical programs and in providing students with practical work experience.

Each department of the school will have its own advisory board, consisting of representatives of the pertinent occupations, the department head or coordinator, and teachers.

All cooperative training arrangements will be approved in advance by the Board, with arrangements for the clinical training of practical nursing students specified through contract with hospitals cooperating in the program.

A further area of cooperation with business, industry, and other organizations and agencies will be contribution of the vocational and technical schools in providing special training programs for groups of employees as this is found feasible.

BUSINESS AND INDUSTRY INVOLVEMENT IN EDUCATION (Kansas)

The following administrative procedures will be followed in order to fulfill the Board's policy on business/school partnerships:

- Needs assessments will be conducted of all schools with the assistance of the Supervisor of Partnership Services;
- Assessment of community resources will be coordinated by the Partnership Services office;
- Coordination of matching the school's needs with the partner's resources will occur in the Partnership Services office, utilizing consultation from the appropriate district coordinators, directors, and administrators. Persons or organizations whose purposes or general images are not congruent with the public schools' will not be contracted within the program. No organization will be used whose program indoctrinates or abuses its relationship with the schools to further its secular and/or religious interest;
- Plans will be drawn between school and partner with goals identified for the program;
- Sessions with the principal of each school involved will be scheduled as needed. Copies of completed implementation forms will be submitted to the program supervisor as prepared;
- Evaluations will be prepared at the completion of each year and copies will be maintained in the Partnership Services office; and
- The program supervisor will be responsible for preparing an annual report at the end of the school year to be submitted to the superintendent.

SCHOOL/BUSINESS PARTNERSHIPS (Wyoming)

Definition: A partnership wherein a particular business agrees to serve as a formal sponsor, financing all or part of the cost of a school organization or activity, but allowing the school officials to maintain control of the organization or activity.

Guidelines:

- All partnerships must be organized with the knowledge and approval of the school principal or his/her delegated representative;
- All details of the partnership must be in writing, signed by a business representative and the school principal or designee, and filed in the principal's office;
- It must be understood that the school officials will maintain control of the partnership agreement;
- Stipulations requested by the parties must be in the agreement; and
- School officials will be responsible for implementing all agreement stipulations.

Partnerships would control U.S. dollar financing only. This regulation does not limit or control reward programs for C.C.S.D. pupils by businesses using food or service coupons. Individual school principals or their designees may work with managers/owners of businesses desiring to reward pupils with redeemable coupons.

SCHOOL/BUSINESS PARTNERSHIPS (Kansas)

The Board of Education authorizes the administration to implement and operate business/school partnerships which involve the school district and the community in a collaborative program to create a spirit of involvement in and concern for the public schools. The program establishes a people-to-people relationship between business, industry, labor, or civic group, and Wichita Schools. The program is based upon the premise that the community and the schools realize the importance of quality education and work cooperatively to achieve that goal. All schools will participate.

ADOPT-A-SCHOOL PROGRAMS (Kansas)

The Board authorizes the administration to implement and operate an adopt-a-school program that involves the school district and the community in a collaborative effort to create spirit of involvement in and concern for the public schools. The program is based on the premise that the community and the schools realize the importance of quality education and will work together to achieve that goal.

The adopt-a-school program will establish a people-to-people relationship between the adopter—consisting of business, industry, labor, or civic groups, and the adoptee—a district school. Participation will be voluntary at all levels.

The program will be directed by the curriculum services division and coordinated by the career education department. The career education department will prepare an annual report at the end of the school year to be submitted to the Board.

Appendix D

Contact Persons for Developing Partnerships

Danville

William Keller, Principal
Daniel Elementary School
1525 Georgetown
Danville, IL 61832
(217) 431-5512

Bonnie Marbel, Administrative Assistant to the President or
Jane Bernthal, Marketing Director
The Palmer City Bank
2 West Main Street
Danville, IL 61832
(217) 446-6450

Jacksonville

Dr. Bill Kinzer, Principal
Jefferson Elementary School
733 North Clay Street
Jacksonville, IL 62650
(217) 245-7905

Jean Cummins, Executive Director
Jacksonville Area Chamber of Commerce
155 West Morton
Jacksonville, IL 62650
(217) 245-2174

Springfield

Dr. Donald R. Davis, Consultant
Management Assistance Programs
72 Marchelle Avenue
Springfield, IL 62702
(217) 787-6323

Elizabeth Nelson, Principal
Matheny Elementary
Springfield School District #186
2200 East Jackson Street
Springfield, IL 62703
(217) 525-3245

Sycamore

Dr. Robert Hammon, Superintendent
Sycamore CUSD #427
245 West Exchange Street
Sycamore, IL 60178
(815) 895-4431

Ms. Larry Kaye Gray, Executive Director
Greater Sycamore Chamber of Commerce
206 West State Street
Sycamore, IL 60178
(815) 895-3450

Moline

Linda Wilkinson
Rock Island Regional Undergraduate Center
Black Hawk College Campus
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Illinois Institute for Rural Affairs
Robert F. Hall, Max E. Pierson or E. Gale Castrale
518 Stipes Hall
Western Illinois University
Macomb, IL 61455
(309) 298-1070

Illinois State Board of Education

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Assistant to Executive Deputy Superintendent
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William Garcia
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Notes

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